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ABSTRACT

This booklet outlines an inservice teacher education workshop that promotes sex equity in elementary school physical education. Participants are made aware of student and teacher attitudes, stereotypes, perceptions, and ways to eliminate sex differentiation in the classroom. Discussion questions, hypothetical problems, audiovisual materials, and learning activities in this workshop help demonstrate to participants the need for equal physical education. (CJ)

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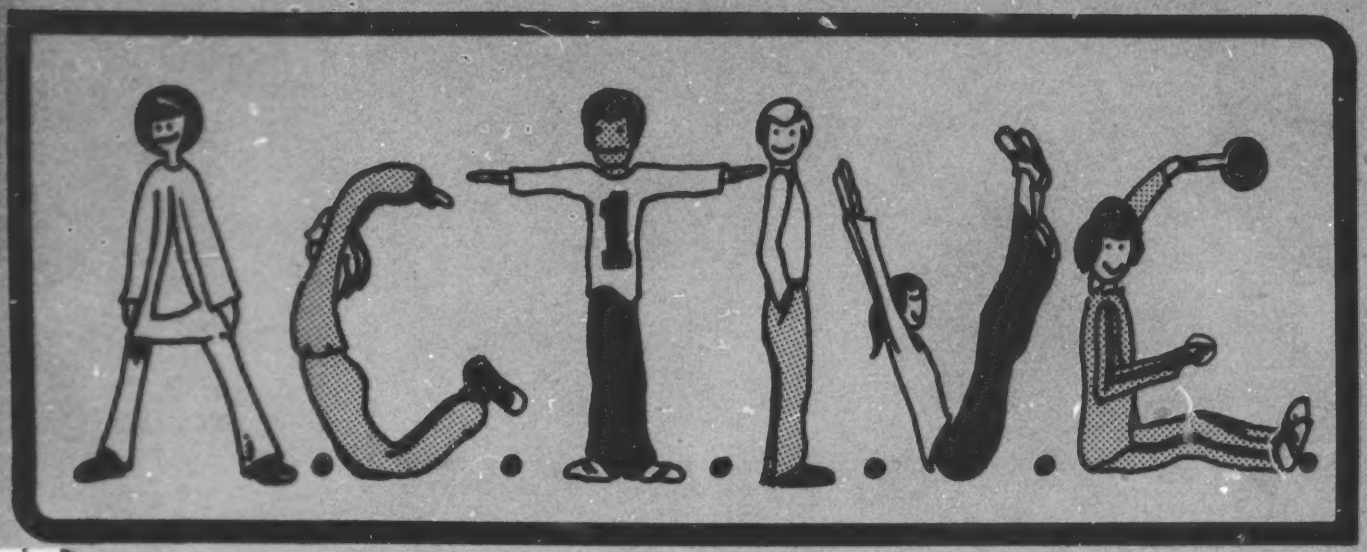

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A.C.T.I.V.E.
Sex Equity in Elementary School Physical Education

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WORKSHOP

SP 016 532

Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

A.C.T.I.V.E.

Sex Equity in Elementary School Physical Education

WORKSHOP

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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PROJECT A.C.T.I.V.E.- All Children Totally Involved Via Equity

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PREFACE

This material is designed to be used in conjunction with the Project A.C.T.I.V.E. Teachers' Manual. In the second year of Project A.C.T.I.V.E., the materials which form the basis of the teaching manual were tested in five different regions. Project staff gave an initial workshop in each area and the following workshop materials arose out of their experiences. In addition to the many teachers who voluntarily tried out lessons, evaluated workshops, tested children and gave their suggestions for revision of the manual, our thanks are due to:

Mrs. Phyllis Bowman, Boise State University, Boise, Idaho
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Workshop

Following is a detailed plan for a workshop to introduce Project A.C.T.I.V.E. concepts in physical education and to develop an awareness of sex stereotyping.

This workshop is designed to be used as (1) a one-day inservice session, (2) a three- or four-session inservice course, or (3) a five- or six-session inservice course.

1. One-day inservice course: Although one day allows for a comprehensive minimum introduction to Project A.C.T.I.V.E., trainers may find there is somewhat too much detail in the workshop to cover everything in one day. Some cutting or condensing will probably be necessary.

2. Three or four sessions: One section of the workshop can be covered at each session. We recommend this as a better way to use the workshop because participants will have the opportunity to return to their work situations between sessions. They can then report back on their observations and experiences with the A.C.T.I.V.E. approach.

3. Five or six sessions: This longer inservice course will allow for more discussion and for dealing with specific local and personal concerns.

We have planned the sessions for two trainers: one a physical education teacher, preferably one who is familiar with movement education, and the second a person who is familiar with sex-equity programs and aware of the ways sex stereotyping and sex differentiation affect children in schools. Trainers will need to be familiar with the Project A.C.T.I.V.E. Teacher's Manual.

Even when every child is involved and active in physical education, there may still be stereotyping and differentiation. The workshop material has tried to go beyond a superficial, EVERYONE-active approach.

We hope you find our suggestions and activities useful. We would welcome any comments or criticism from you.

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OUTLINE

SECTION I. WHY PROJECT A.C.T.I.V.E.?	2-3 hours	(Page 5)
A. Introduction of project, manual, trainers; welcome.	10 minutes	
B. Participants' introduction.	20 minutes	
C. Mini-lessons. Comparison of A.C.T.I.V.E. and traditional approaches.	30 minutes	
Optional addition: Media presentation	30 minutes	
D. Children's stereotypes and perceptions.	45 minutes	
BREAK		
SECTION II. THE PROJECT A.C.T.I.V.E. LESSON PLAN: GETTING STARTED; DEVELOPING	60-90 minutes	(Page 15)
LUNCH		
SECTION III. HELPING CHILDREN TAKE ADVANTAGE OF INDIVIDUALIZED INSTRUCTION: THE TEACHER AND SEX STEREOTYPING	90 minutes	(Page 21)
BREAK		
SECTION IV. DEVELOPING A PROJECT A.C.T.I.V.E. PROGRAM	60 minutes	(Page 53)
SECTION V. SUMMARY AND EVALUATION	30 minutes	(Page 57)

Registration of Participants:

1. NAME TAGS. Half the name tags should be written in one color (green) and half in another very different color (purple). Or use any other way you wish to color-code the participants into two equal and sex-mixed groups. Make sure the colors are easily visible at a glance and from several feet away. (Colors should not suggest racial groups.)

   These color-coded groups will be used in Workshop Section III, Activity 1.

2. Conduct other registration procedures as needed.

SECTION I

WHY PROJECT A.C.T.I.V.E.?

Total time for four or five parts of Section I: 2-3 hours

A. Introduction and Opening Remarks

Time: 10 minutes

Procedure:

1. General welcome.

2. Introduction of trainers, manual and project. The introduction to the Teacher's Manual can be used to prepare a five-minute presentation on Project A.C.T.I.V.E. You may also wish to ask participants to look through the table of contents in the manual to get a general sense of the manual's organization.

3. If you think it would be helpful, distribute the Outline of the workshop, so participants get an overview of the day's program.

B. Participants' Introductory Activity

Time: 20 minutes

Purposes: 1) to introduce participants
2) to start an exchange of information about sex differences and similarities
3) to allow trainers to begin informal assessment of participants' attitudes toward, and awareness of, sex stereotyping

Materials/Equipment Needed: chalkboard and chalk

Room Arrangement: moveable chairs, first in a circular arrangement for introductions

Advance Preparation: In general, be prepared to bring up or to comment on examples of sex differences and similarities in children's behavior, especially with regard to physical activities. In particular, be prepared to talk specifically about how to interpret generalizations on sex differences. (See Note to Trainer below.)

Procedure:

1. Have participants seated informally so that each person can see everyone else's face. A loose circle or semicircle works well. Divide into two groups if there are two trainers and more than 15 participants.

2. Ask participants to give:

   a. Name

   b. Position--where teaching, grade level, etc.

   c. A brief example of what they have noticed about children each of them teaches:

      - a way in which boys and girls seem very much alike
      - a way in which girls and boys seem different
        - levels or types of skills
        - preferences for certain sports or activities
        - participation in after-school sports
        - choice of equipment and apparatus
        - enthusiasm or involvement
      - etc.

3. Model the procedure by introducing yourself and describing a sex similarity and a sex difference you've observed. Ask for a volunteer to continue.

   Encourage an informal atmosphere. Suggest that people speak in any order, ask questions of each other, and comment on what someone else has said as a preface to their own introduction. Avoid the stiff formality of "going around the circle."

4. Get a record of what participants say. Take notes . . . use the chalkboard. This list will be used in later activities.

5. Conclude with a brief summarizing statement of participants' comments and your reactions. If participants have had difficulty coming up with examples of sex differences, you might mention a few. But it is important to affirm that there are both similarities and differences.

   It might be helpful to put the following statements on the board:

   a. Average sex differences between boys and girls are usually very small

   b. Within-sex differences are substantial

   c. There is a large overlap of abilities between girls and boys

d. Students have individual needs

e. Opportunities for development should not be limited by sex

(The first three statements are facts; d. and e. are value statements subscribed to by the developers of Project A.C.T.I.V.E. and by many others.)

Note to Trainer: Depending on the group, you may want to go into more detail on how to interpret generalizations about sex differences.

You are likely to encounter three kinds of problems:

1. Participants' comments show that they misinterpret statements about sex differences; for example, they act is if the statement "Girls are more timid and less skilled than boys" means "All girls are more timid and less skilled than boys."

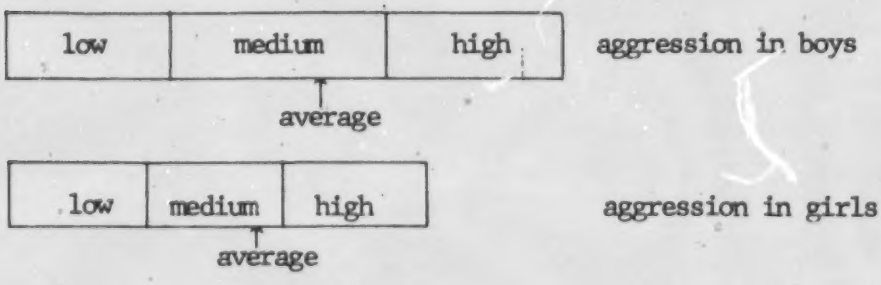
2. Participants may seem to want to stress sex differences, implying or stating that girls and boys should have sex-segregated P.E.

3. Participants may seem to want to stress sex similarities, implying or stating that there is therefore no need to be concerned about sex roles and sex stereotyping in P.E.

Suggestions for each of these are given below:

1. Misinterpretation of statements about sex differences:
   (The following information has been adapted from Module 4, "Biological Sex Differences," of Physical Educators for Educational Equity. We recommend the entire series of modules as good background preparation for trainers. Address inquiries to: Ann Uhlir, Project Director, Eastern Kentucky University, Richmond, Kentucky 40475. Or write to: WEEAP Dissemination Center, Education Development Center, 55 Chapel Street, Newton, Mass. 02160.)

   Research indicates that, especially in the elementary school (before puberty), differences among individuals are greater than differences between the sexes. For example: When people say "boys show greater aggression than girls," they mean something like this:



The average "aggression score" is lower for girls. But the range of aggressive behavior is great for both sexes; and there is great overlap between the sexes. As the diagram suggests, many girls will be more aggressive than some boys.

In any one class, the highest aggression might be found in either a girl or a boy; the lowest might be found in either a girl or boy. The teacher will notice great variety in the children, but usually there will be somewhat more aggression shown by boys than by girls.

Therefore, the statement "Boys show greater aggression than girls" means:

a. On the average, boys will be more aggressive than girls

b. The least aggressive boy/girl and the most aggressive boy/girl will show a wide range of aggressive behaviors

c. Girls and boys who are low in aggressiveness will be more alike than boys who are low and boys who are high in aggressiveness

d. Some girls will be more aggressive than the average boy

e. There will be overlapping in aggression in girls and boys

The statement does not mean:

f. All boys will be more aggressive than all girls

The six sentences above can be rephrased for other sex differences, by deleting "aggression" and substituting some other term, such as "height."

2. Stress on sex differences:

If participants seem to want to stress sex differences (with the implication that girls and boys need different physical education programs), you may want to repeat the diagram and six sentences two or three times, using "speed" or "cardiovascular endurance," etc., instead of "aggression." Emphasize that the vast majority of children fall in the overlapping areas; therefore coed P.E. is appropriate in the public schools.

3. Stress on sex similarities:

(Implying that sex roles and sex stereotyping are unimportant.) Over a period of years, small sex differences in physical activities can become crystallized, by children and adults alike, into rigid sex stereotypes. The elementary school teacher needs to help children keep their options open, so that they do not develop patterns of self-limiting behavior--e.g., refusing to participate in certain activities, becoming unable to take leadership, failing to develop certain skills, excluding or denigrating the other sex ("We don't want girls, they're no good"; "boys are too rough").

C. Mini-Lessons: Comparing the A.C.T.I.V.E. Approach with the Conventional Approach

Time: 30 minutes

Purposes: 1) to illustrate the Project A.C.T.I.V.E. approach to the physical education curriculum: EVERYONE active, EVERYONE involved
2) to increase participants' awareness of the special individualizing benefits of the A.C.T.I.V.E approach

Materials/Equipment Needed: 1) If there are more than 15-20 participants, sufficient copies of the discussion questions from Chapter II of the A.C.T.I.V.E. Teacher's Manual
2) Balls, etc., if needed (see Advance Preparation below)

Room Arrangement: Moveable chairs for large- or small-group discussion. Space for active movement.

Advance Preparation: Select two five-minute mini-lessons that can be done with the equipment, space, and number of participants involved. One mini-lesson should use the A.C.T.I.V.E. approach; one should be "traditional" or "conventional."

Example:

A.C.T.I.V.E.: Find a way to move fast: big steps, little steps, leap, run, jump, squat, cross-over steps, turn, dodge.

Conventional: Relay races. Two "team captains" will be picked; they will choose teams.

Run to the wall with big leaping steps, return with tiny shuffling steps or frog jumps, as fast as possible.

Procedure:

1. Conduct the two five-minute lessons as planned, with a break for breathing but no break for discussion in between.

2. Lead a discussion of participants' experiences in the two types of lessons. Use the discussion questions on the next page. For a small group, have one whole-group discussion; for a large group, divide into groups of five and distribute copies of the discussion questions. Take about ten minutes.

3. Conclude a discussion (or bring participants back together for a large-group discussion) by asking participants to look again at the list of sex differences generated in the Participants' Introductory Activity. (See pages 5 and 6 of this Workshop manual.)

Ask: "Would either lesson tend to decrease any of those differences and encourage more individual growth?"

For example, participants may have mentioned that girls tend to be less active or to be less skillful or to try less hard. The trainer can point out how A.C.T.I.V.E. lessons encourage EVERYONE's development--there are few opportunities to stand around, etc.

The trainer may wish to acknowledge that some Project A.C.T.I.V.E. teachers blend the A.C.T.I.V.E. approach with some elements of traditional approaches, e.g., occasional team competitions such as the relay race above. In that case, it's valuable to emphasize the degree of involvement and activity provided by the A.C.T.I.V.E. approach that cannot be matched by the traditional approach.

(Ask for super-brief reports on the comments made in small groups, if that was the procedure used.)

4. Closure: Summarize what has been said. Mention that more work will be done on A.C.T.I.V.E. lessons later, but first it's time to take a closer look at sex differences and sex stereotyping and their relationship to the A.C.T.I.V.E. approach.

Discussion Questions:

Comparison of A.C.T.I.V.E. and Conventional Mini-Lessons

1. In which lesson were you more physically active? In which one did you spend more time waiting and watching others?

2. Were you more aware of your body in one lesson? If so, which one?

3. Was one of the lessons more fun than the other? In what ways?

4. If you were a captain, how did you choose team members? Compare this with how children pick team members.

5. If you were not a captain, were you one of the first chosen for a team? in the middle? last? How did it feel? How do you think children feel about being picked for teams?

6. Which lesson would encourage the most individual growth?

7. Would either lesson be more beneficial for children who are less skilled in running? or for children who have lower self-confidence or self-esteem?

Optional Addition: Media presentation on sex stereotyping

Time: 30 minutes or more, depending on the non-print item chosen

Purpose: to use film/filmstrip/slides to provide general orientation to sex stereotyping in schools or physical activities

Materials/Equipment Needed: film, filmstrip, or slides; projector, sound equipment, screen

Suggested non-print items:

- "Hey, What about Us?" Fifteen-minute film on sex stereotyping in physical activities
- "Sexism in School: What We Can Do." Fifteen-minute filmstrip on general topic of sexism in schools
- "Sex Discrimination in the Public Schools." 23-minute slide/tape presentation

Ordering information can be found in the Resource Materials section, page 63, categories C and D.

Room Arrangement: suitable for viewing

Advance Preparation: 1) select non-print resources to be used (see below
2) plan appropriate discussion questions

Procedure:

1. Show the film, filmstrip, or slides.
2. Conduct a discussion on sex stereotyping, the ways it is perpetuated, and the ways it can be reduced.

D. Children's Stereotypes and Perceptions

Time: 45 minutes

Purposes: 1) to increase participants' awareness of the negative or limiting stereotypes children may accept about themselves
2) to increase participants' awareness of the potential damage done by these stereotypes
3) to familiarize participants with a portion of the Project A.C.T.I.V.E. Teacher's Manual: Chapter II--Children's Stereotypes and Perceptions; pages 17-25

Materials/Equipment Needed:

1) sufficient copies of "Free to Be You and Me?" from page 19 in the A.C.T.I.V.E. Teacher's Manual (loose sheets for participants to write on)

2) sufficient copies of the Project A.C.T.I.V.E. Teacher's Manual (money can be saved by asking participants to make their discussion notes in their copies of the manual, instead of using photocopies of the manual pages)
3) sufficient paper and pens for small discussion groups (three people in each group; one pen and paper for each group)
4) chalkboard and chalk; or butcher paper and marking pen

Room Arrangement: Moveable chairs, first in a loose grouping for trainer presentation

Advance Preparation:

1) Plan a five-minute presentation on sex stereotyping in children. You might want to use the material on pages 8 through 25 in Chapter II of the Teacher's Manual.
2) Put the following on the chalkboard or butcher paper:
   a. Choose a recorder
   b. Which prohibitions are relevant to your situation?
      - supported by children?
      - supported by parents?
      - supported by teachers?
   c. How do they limit children's growth?
      - in physical education classes?
      - in their career options?
      - in their effectiveness as parents?
   d. Can you add to the list?
   e. Ten minutes

Procedure:

1. Give a five-minute presentation on sex stereotyping in children: on the beliefs children hold that influence their physical activities and that are likely to limit their development.

   Point out that children tend to act on these beliefs even when the teacher treats boys and girls equally.

2. Spend ten minutes in small-group discussions of "Free to Be You and Me?"

   a. Divide participants into groups of three, sex-mixed if possible

   b. Distribute copies of "Free to Be You and Me?" (or copies of the Teacher's Manual if it has been decided to ask the participants to make notes in the manual)

   c. Go over the outline of the discussion procedure previously put on board or paper

   d. Encourage participants to use the list of stereotypes flexibly; schools and children vary greatly and if the list doesn't fit, participants should focus on what is

true in their situations. Positive stereotypes ("girls should be helpful and supportive," "boys should take the lead") can also be used

While they are talking, go over the list generated in Participants' Introductory Activity. (See the Workshop procedure in Part B, page 5.) Be prepared to point out sex differences mentioned there which suggest the presence of sex stereotyping in the children

3. Spend fifteen minutes in a large-group discussion. Have the small groups report their findings to the large group.

   Points for special emphasis:

   a. Sex stereotypes suggested by participants' own list of sex differences (see Participants' Introductory Activity)

   b. The limits boys and girls may place on their own growth:
      - in school
      - in their career options
      - in their effectiveness as parents

   c. The positive aspects of some stereotypes which should be encouraged in both sexes

   d. The wide variation in children's awareness and acceptance of stereotypes

4. Allow fifteen minutes for familiarizing participants with the section on Children's Stereotypes and Perceptions, pages 17-25 in Chapter II of the Teacher's Manual.

   This section can be introduced by commenting that sex stereotyping is an important aspect, but only one aspect, of children's responses to physical education. The A.C.T.I.V.E. Teacher's Manual contains suggestions of ways to get a more complete picture of the children's perceptions, and the changes in their attitudes that take place during the A.C.T.I.V.E. program.

   Describe and discuss methods used to collect information on children's perceptions of physical education and of themselves. Use the ones included in the manual, and ask participants to suggest others.

   Encourage participants to mention very quick, on-the-spot methods of checking out children's perceptions. For example, one third-grade teacher had her children run, in groups, from one wall to the other by saying, "Everybody wearing a green shirt--Go! Everybody wearing brown shoes--Go!" etc. Then when they were all on the other side: "We'll run back again. Anybody who's somebody--Go!" The boys ran first, then girls began to run. One girl almost didn't go. This two-minute exercise permitted the teacher (1) to see in a vivid and concrete way

that the boys in her class were more aware of themselves as "somebody" than the girls were--a clear indication that the girls could profit from opportunities to build self-esteem and self-confidence; and (2) to provide all children with a chance to assert, through action, the important statement that they are "somebody," people of worth.

Another example: During long, strenuous activity, say: "If you're extremely tired, sit on the black line." Observe which children sit out and how long it takes each one to get started again. This not only permits the teacher to observe, but it also makes "sitting out" a part of class instead of an act of defiance or non-cooperation. Children are then much more likely to voluntarily rejoin the class instead of waiting for the teacher's direction.

5. Conclude by pointing out that children's perceptions, especially stereotypes, may limit their abilities to respond to individualized instruction. The teacher may provide sex-equal opportunities, but some children will be unable to profit from them on a truly individual basis. Therefore Project A.C.T.I.V.E. has a twofold emphasis:

   - individualized instruction;
   - awareness of ways teachers can intervene to help children overcome stereotypes and take advantage of the opportunities available to them.

SECTION II

THE PROJECT A.C.T.I.V.E. LESSON PLAN: GETTING STARTED; DEVELOPING

Time: 60-90 minutes

Purpose:
1) to introduce participants to the A.C.T.I.V.E. Teacher's Manual--specifically, the lesson plan format, rationale and teaching material
2) to involve participants in activity and observation and/or to demonstrate the introductory lesson with a normal class of children
3) to discuss discipline, control, safety, and transition problems
4) to help participants develop confidence

Important Note to the Trainer: It is essential that the participants also feel free to develop their individual potential and to gain confidence in their personal expertise and experience. Good humor, positive reinforcement, sympathy with their difficulties, etc., are likely to be most helpful. SMILE!

Advance Preparation:

1) apparatus as available (scoops, ropes, hoops, etc.); two sources of balls (enough for one each)
2) check room space available
3) arrange for children's attendance if this is to be a demonstration lesson
4) copies of the Teacher's Manual--the trainer must be familiar with the manual
5) 3" x 5" cards
6) read the Procedure section; design your own plan for the procedure, based as much as you wish on our suggestions

Procedure:

(*Note to Trainer:* Because there are so many ways to achieve the purposes listed above, and because the way you choose will reflect your own style as a trainer, we have not sketched out a 1-2-3 format for you. Instead we have asked one of our trainers to describe, in some detail, the procedure she has found effective in working with groups of teachers and children.

You will notice that she divides workshop members into two groups: one to observe, one to participate. You may wish to change this if the group is self-conscious. She has the two groups frequently switch roles, from observers to participants and vice versa. She also moves back and forth among activity, discussion, and a brief reading of the Teacher's Manual. By the end, she has covered all the purposes listed in a flexible and varied manner. Her description follows.)

You may wish to use a group of children to cover the same material. In this case we suggest you teach the Introductory Lesson as described in the A.C.T.I.V.E. Teacher's Manual (page 57) or teach a lesson that you have planned, using material from one or several of the unit plans. There are some sample lessons included in the units and in Appendix V of the Teacher's Manual.

It will probably be necessary to guide the observation and we suggest that you read the following material before planning your lesson:

If you decide to use the workshop participants as the demonstration class, allow the group to choose partners: one will participate, the other will observe and record comments, questions, and observations (they will alternate so that all observe and all participate). Say to the participant half of the group, "Quickly come out into the space and run." If anyone asks "How?" or "In which direction?" etc., refuse to answer and simply say "Run!" Observe the responses. It is possible that by consensus they will run in a circle, moving forward at an even, medium pace. If individuals do anything different, smile at them and notice what they do but make no comment.

Take a look at the group of observers and see if they really are noticing what is going on. Make a quiet comment to observers: "Isn't that typical?" or "They are doing what I expected," or "I expect you've seen that before," or something to get them wondering.

Stop the active group and point out that you simply said "Run," you did not say "Run in a circle, run forward, run at a medium pace, run in the same way as everyone else"--or remind them that you simply said "Run," and that you have seen someone running sideways, etc. (whatever you did see). Make it clear that the individualists have your approval.

Depending on their reactions, you may simply need to say "Run" again; with a group that has started to vary the activity, ask them to think up as many variations as they can or to devise a way of running that no one else is doing.

Usually the observing group will now be quite interested in what is going on and will often take pleasure in the inventiveness of the group or point out "different" ways to each other. Comment on this later.

Stop the active group and ask them to continue running but to try to spread out as much as possible; or to cover all spaces in the room to see how fast they can move without getting near anyone else; or to pretend that they are in a huge bubble which will burst if it touches anyone else's bubble, etc. The point is to focus in some way on safety, spacing, skill in dodging, and awareness of self and others.

Ask the observing group if you should stop the group or not. Whatever response you get, ask why. Alternatively, stop the group and ask observers whether it is time to move on to another activity or not. Ask the total group to identify a grade level and to think about the appropriateness of the activity. Solicit and suggest alternatives (in the suggestions above, moving in a bubble would represent "K" or young children; moving fast to avoid others would represent sixth or seventh graders).

Switch Groups (observers become active; the active become observers)

Say to the second group, "There [point] are two boxes/baskets full of balls; get one and use it," or as you are talking, roll a few balls

out into space and show where the others are. Or, you get a ball and start to dribble, catch, etc., and say to the group "Get busy as soon as you can." Do not allow your activity to prevent you from observing how the group gets out the balls. When everyone has a ball and is active, call "Stop!" or "Freeze!" or "Hold it!" loudly (and do it yourself). Pause and see how quickly people respond. If necessary, say you think they can do better and try it again. Next time say "Stop and hold your ball high in the air" or "Stop, and put your ball on the floor" or "Stop and sit down." Make some comment about moving about in space more or trying to move in different directions or using different parts of the body, and observe the participants as you are talking. Most probably someone will be fiddling or playing with the ball, or someone may drop one (you may even prearrange with an individual to do this). If the action is prearranged, simply tell the person to go and put the ball back in the box and pause while this happens. Otherwise, stop and say that if they cannot leave the ball alone while you are talking, the ball will be put away. (There will usually be a big laugh--or when you stop you can ask the observers what they would do. Ask the group what they would do with the person who dropped the ball--let him/her rejoin the group?) Take time to point out that it is difficult not to "fiddle" with something--but if children wish to have the privilege of using apparatus there are some necessary control factors. Children should be given a chance to improve quickly. Allow the whole group to offer comments and suggestions on good ways to get out apparatus and keep it still while the teacher talks, etc. If there are different kinds of balls being used, ask the total group if there is anything else they have noticed or that you have so far "forgotten" to do. Make the class trade balls so that everyone gets a different one and then repeat the activity to learn about the new ball, differences, etc. (The discussion will probably include the "problems" of aggressive children grabbing "proper" balls, etc.)

Ask the observing group to notice the use of space. Ask observers whether or not it is time to move on to another activity.

Stop--solicit observations but comment that using apparatus often means better spacing and fewer collisions. Ask for comments about the appropriateness of material for different grade levels. "K" and primary-grade children often cannot catch or bounce or control a ball, whereas upper grades can dribble, use walls, shoot baskets and move more skillfully and quickly.

Allow questions on Introductory Activities (rationale)--Chapter VI of the Teacher's Manual, page 52--and find the Introductory Activities in each unit or mention the location of the material in the A.C.T.I.V.E. Teacher's Manual: pages 73, 74, 79, 85, 86, 91, 93, 96, 102, and 103.

Allow questions, discussion, etc., as time permits.

Points to Cover

Introductory Activities and how a teacher begins a lesson often set the tone or atmosphere for the whole lesson (teacher's clothing, manner, voice, signals, preparation, etc.).

A quick and simple beginning cuts out many questions, saves time, and promotes the attitude that physical education lessons are for activity.

Individualized responses are more interesting for the observer (teacher). Participants work hard to establish individuality when challenged to think about the activity.

Introductory Activities should be allowed to continue until children are breathless, to promote cardiovascular fitness. The activity should continue if interest is high. Safety means learning to manage self, others, and apparatus in the available space; it does not mean having all hazards removed.

The same activity (e.g., running) can be used at all grade levels; the difficulty varies with the emphasis on quality, skill, application and the teacher's objectives for that lesson.

"Fun" and "interest" are valuable for the children and for the teacher. (Work is sustained longer, work is physically harder, and learning is retained longer; there is less strain on the teacher, a greater self-awareness for the children, intrinsic motivation, and room for individual differences.)

Switch groups again and move on to the Body Action section.

Group One: "Find your own space on the floor and make your body round in some way. Can you find a way to rock on the round part?" Look at spacing, move someone into a better space if necessary, and comment on original ideas on a non-sex-equal basis (e.g., only praise the males).

Stop the group to extend their thinking and ideas. "Use different part of the body, maybe your side or tummy--or even use nonround parts of your body to help its working action" (e.g., from one hip to one knee).

Allow the activity to continue and then stop and see if either an observer or a participant has noticed your sex-biased commendation. Challenge the "rocking" group to extend the action, either to include a roll or to get back up onto their feet.

Switch Groups

Group Two: Remind them that they finished with one ball each and spread out. Continue with the body action as suggested in the Introductory Lesson on page 59 of the Teacher's Manual. This time interact equally with males and females but make all interactions with males negative: "Be careful," "You must keep your ball away from your neighbor," "Did you switch balls as I told you?" "I think you can work harder than that," etc. Intersperse these comments with positive interactions with females.

Tell the participants to put the balls away. Stop and see if the observers have noticed bias and if there are any reactions to it. Any male reactions to your negative comments? Discuss. Emphasize the tremendous limitation or challenge a teacher's expectation can have on children. Encourage participants to react to you as teacher. (How did the rest feel when you made someone put his or her ball away?)

Open up the discussion to include observations by anyone of implied bias, and include observations of any incidents. (How were balls put away? Females helped to tidy apparatus? Did males throw or aim the balls to hit the box? etc.). Discuss the Body Action section, purpose

and rationale, page 48, and the sections in unit plans, or give direct attention to the location of this material in the A.C.T.I.V.E. Teacher's Manual: pages 73, 74, 79-80, 85, 86, 91, 93, 96, 102, and 104.

Points to Make

The group should be breathless but not necessarily tired. There is a need to overload large muscle groups and to extend the range of joint complexes. Gravity acts in different body positions.

Use the floor as a piece of apparatus. The amount of interaction a teacher can do individually will affect the responses to the basis of progression, discipline, control, cooperation with others and with the teacher, etc. See the Teacher's Manual, Appendix I, page 121.

As children work on their own, the teacher will have more opportunity to assess needs and interest and to adapt and plan the rest of the lesson and subsequent lessons.

Switch groups and move on to the Skill Focus section (p. 53 in the Teacher's Manual for the second group). Remind the first group that they were rocking, rolling and getting back onto their feet. "Stand in a space and show me how you can jump." Encourage a variety of leg movements while participants are in the air. Allow turning and leaping and a few steps' preparation. When all have tried a variety of ways of jumping, ask them to join together one of the jumps with the rocking or rolling they were doing before. Ask observers to watch only one individual. Encourage experimentation and repetition to "make up your own pattern or sequence." Ask the observing group to notice the effect of what is coming next on one individual.

Stop the group and tell them that in a few minutes they are going to teach their pattern to someone else so they can have just a few minutes to practice. Allow spontaneous choosing of partners as individuals are ready, or assign "odd" people to partners. Notice the noise level.

Observe and allow partner sequences--questions from participants--"Did you want . . ." etc., and give time for the pairs to work on patterns.

Stop and discuss the activity with the total group. Solicit observations and comments. How were partners chosen? What was the effect of having to "teach" someone else? What was the noise level? Would this work with children? What grade level? etc. Should one show the results? Some finish early, others cannot agree, etc. How did the participants feel and what did observers notice?

Switch groups and do the Skill Focus, page 59 in the Teacher's Manual, with the second group. Do not spend long on this or omit it. Suggest that participants can make up their own games with a friend or in a threesome, using some of the things they have already done. Interact with various groups either to change the sex-mix, environment ("You people can use this corner," "Why don't you use the basket?" etc., or point out apparatus that hasn't been used--scoops, hockey sticks, bats, etc.).

After a short time ask observers to make suggestions for "improving" games, making them more fun or more strenuous, and having more

carry-over value. Allow the group to use these suggestions.

Stop, put the apparatus away and discuss the Skill Focus and Group Interaction sections (pages 53, 54 and 5[illegible] in the Teacher's Manual).

Points to Cover

Skill involves repetition, practice and having the correct apparatus and context for performance. Variety is important. Activity is important. Many children's self-worth is based on what they can do. Skill takes time and depends on body type, maturation, experiences and interest.

If there is time, allow discussion of problems, competition, teams, little league, etc. Discuss sex-appropriate skills and expectations. Group Interaction will depend on previous parts of the lesson. Discuss alternatives for these lessons (suggestions of the group and on pages 54 and 59-60 of the Teacher's Manual).

Conclusion

1. Write on the chalkboard or distribute the previously prepared lesson plan--fill out the Comments column with the group's help. (The purpose of the Comments column is to have a record, and to provide the basis for planning subsequent lessons.) Progression will depend on accurate observation by the teacher and on allowing repetition of interesting activities.

Lesson Group One

Activity	Instructional Cues	Comments
I.A. Running, vary speed direction. Spacing.	challenge originality safety skill	
B.A. Rocking and rolling smoothly	variety extend to get up on feet	
S.F. Join pattern of jump and roll	smooth transition	
G.I. Teach pattern to partner	sex-mix show volunteers	

Lesson Group Two

See Teacher's Manual, p. 62

2. Before breaking for lunch, review the afternoon schedule with the group. Ask them if there are further questions and concerns from the morning activities which should be dealt with in the afternoon. These can be written on the 3" x 5" cards already provided and handed to the trainer.

SECTION III

HELPING CHILDREN TAKE ADVANTAGE OF INDIVIDUALIZED INSTRUCTION: THE TEACHER AND SEX STEREOTYPING

Time: 90 minutes (minimum)

Purposes:
1) to increase awareness of how boys and girls may be experiencing physical activity differently, even in class situations in which EVERYONE is involved and EVERYONE is active
2) to generate and become more familiar with intervention techniques designed to reduce sex-differential experiences

Materials/Equipment Needed:

1) A way to divide the group into "Greens" and "Purples"--see Registration of Participants in Workshop Section I.
2) Sufficient copies of the Project A.C.T.I.V.E. Teacher's Manual, or:
   a. Chapters II and III of the manual
   b. Worksheets for the activity, "Identifying and Reacting to Sex Differentiation"
   c. (Optional) "Suggested Responses" for the "Identifying and Reacting" activity
3) Pen or pencil for each participant
4) Chalkboard and chalk (or butcher paper and pen) for trainer

Room Arrangement: Moveable chairs, first pushed back to leave a large clear area in the center

Advance Preparation. Be sure you are thoroughly familiar with the Workshop Section III content/structure and Chapter II of the Teacher's Manual; also the Introductory Lesson in Chapter VII of the manual.

Be present for Section II and observe.

Prepare presentations and discussions as described under Procedures, below.

Overview of Section III:

1) Techniques for sex-mixing (experimental warm-up)	20 minutes
2) Identifying and reacting to sex differentiation (small-group activity)	60 minutes
3) Summary	10 minutes

Procedures:

1. (20 minutes) "Direct" and "indirect" techniques for sex-mixing.

   a. Introduce Section III of the Workshop by saying the following:

"For the next 90 minutes we'll be looking at ways that children can have sex-differentiated experiences in P.E. classes, even in classes in which EVERYBODY is active and EVERYBODY is involved. We'll also talk about ways in which these differences can be minimized, and about intervention techniques teachers can use so that children are better able to realize their full human potential.

"We'll start with a 15-minute activity on techniques that can be used to encourage sex-mixing when children choose partners or groups."

b. Separate participants into two color-coded groups, e.g., Greens and Purples. (Name tags can be used for this. See Registration of Participants in Workshop Section I.)

c. (2-3 minutes) Create a sense of group identity and group preference by talking to the groups about what it means to be Green or Purple.

For example: "Let me tell you something about what it means to be Green or Purple. Look at the other Greens--look at the other Purples. You feel a special relationship to them. All your life that's been one of the first things people notice about you. In the hospital, when you were born, the first question people asked was 'Is it a Purple? Is it a Green?' As a baby, as a toddler, as a preschooler, you heard over and over: 'Good Purple! What a good Green! Little Purples shouldn't do that. That's not a nice way for a little Green to behave.' People didn't just buy clothes for you; they bought Purple clothes or Green clothes. When you got toys at Christmas or for your birthday, you got Purple toys or Green toys. Sometimes you would get the wrong toy, and then everyone would mention it. Some adults would say: 'Well, I think Purples should be able to play with Green toys, there's nothing wrong with that.' Others would say: 'That's not right, you're going to Purple-ize that Green.'

"By the time you were two you knew, for life, whether you were Purple or Green. By the time you were four or five, you'd begun to learn Green ways or Purple ways of behaving, and most of you were beginning to prefer playing with other Purples or other Greens. Some of you were already starting to say: 'Oh those dumb Greens, we don't want them.' Or: 'Purples are too rough, I don't want to play with them.' By the time you were seven or eight, most of you invited only Purples or only Greens to your birthday parties. Maybe you had a special Purple friend or a special Green friend, but usually, when you were allowed to choose, you spent time only with your own group.

"All you Greens, take a good look at each other. You are now in elementary school. These are the people you really feel comfortable with. Most of your friends, maybe all of your friends, are in this group. Look at your clothes. Some of them, at first glance, look a lot like Purple clothes, but actually they aren't. There are subtle differences in color, or cut, or decoration. A very few of you are wearing Purple

clothes, but most of you would object if your parents tried to buy clothes for you from the Purple section of the department store.

"Take a good look at each other, Purples. These are your friends, the people you feel most comfortable with. Your teachers have you sit and work in groups that have both Purples and Greens in them, but at recess you hang out with other Purples."

If time permits, use brief role plays.

d. "Now that you have a sense of yourselves as Greens or Purples, I'm going to mix you up in a variety of ways. I'd like you to follow instructions, but at the same time remember that you really prefer to be with other Greens or other Purples whenever you can. Remain aware of other people's color as you do what I ask you to do."

As rapidly as possible, take the group through the following instructions:

(1) Spread yourselves out around the room.

(2) Get the closest person to you and sit down.

(3) Stand up and look for a partner who's the same height as you.

(4) Choose a new partner, this time someone with the same color of eyes.

(5) Find another partner before I count to five.

(6) Choose a new partner, someone who hasn't been your partner before.

Then ask:

- Did everybody have five different partners?
- How many of your partners were in the same color group as you?
- Did you remember that you prefer a Green over a Purple, or a Purple over a Green?

Then continue with the following mixing instructions:

(7) Greens, form a circle facing outward; Purples, form a circle around them, facing in. Move in opposite directions. At the signal, stop; your partner will be the new person facing you.

(8) Choose a partner the same color as you. Now join with a pair of the opposite color, to make a foursome.

(9) Choose a partner of the opposite color. Now imagine that you have a ball. Toss it back and forth to each other a

couple of times. One person from each pair, take the ball over to that side of the room; the rest of you go to the other side of the room. Notice the color of the people on your side of the room.

[*Note to the Trainer:* Notice also the sex of participants on each side of the room. Were men or were women more likely to take the imaginary ball, or did it appear equal? Mention this during discussion.]

(10) Now choose a new partner, someone of your color. Again imagining that you have a ball, toss it back and forth. Now, one person from each pair, take the ball over to that side of the room; the rest of you, go to the other side. Notice the color of the people who are now on your side of the room.

Ask participants to comment on what happened. What techniques were most effective in mixing color groups? Were there any disadvantages to any of the techniques?

e. (2-3 minute discussion) Ask participants to suppose they were in a P.E. class in which they consistently had partners of only one color group. In what ways might Greens and Purples end up with different P.E. experiences, even though they all had the same teacher and same lesson plan? (Suppose, for example, that Greens tended to have lower skill levels, or lower self-confidence, or lower activity levels.)

f. Closure: if participants have not already done so, mention the similarities between Greens and Purples, boys and girls, and, if appropriate, different racial/ethnic groups.

Because children often tend to prefer the same-sex partners, some mixing techniques (numbers 2-6?) may not yield mixed-sex partners even though they do increase the variety of partners children have. If children show very strong same-sex preferences, teachers may want to use "direct" sex-mixing techniques (numbers 7-10). The goal is to have an appropriate blend of same-sex and mixed-sex groupings.

Point out that a list of both "direct" and "indirect" mixing techniques is included in Helpful Hints, Appendix IV of the Teacher's Manual.

[*Note to the Trainer:* This may be a good time to indicate briefly the long-term benefits of sex-mixing in elementary schools, by referring participants to such contemporary best-sellers as Games Mother Never Taught You by Betty Harrigan, and Ourselves and Our Children by the Boston Women's Health Book Collective. Harragan deals with the problems faced by out-of-school adults who find that long-term patterns of sex differentiation interfere with job performance and job success. Ourselves, especially in the

chapter on "Shared Parenting," talks about how families can be strengthened and enriched as women and men/boys and girls learn new patterns of cooperation and sharing.]

2. (60 minutes) Identifying and reacting to sex differentiation in the coed classroom/gym.

   a. (5-10 minutes) Trainer presentation on sex differentiation Include the points below; give examples to illustrate numbers 2-5 and ask participants to contribute one of two additional examples.

      1) Same-sex partners or groups are only one way in which girls and boys may experience the P.E. lesson differently.

      2) They may make other sex-differentiated choices: of equipment, of activities, of spontaneous or preferred motions, etc.

         Suggested example: see the description of the ball activity in the Teacher's Manual, page 51.

      3) Playground observations are a good way to identify patterns of sex differentiation.

         Suggested example: use parts or all of the following summary of playground observations done in eleven "project" or "comparison" schools in Project A.C.T.I.V.E.:

> At all ages, sex segregation in activities, games, and equipment was strikingly apparent: least in kindergarten, increasing in primary grades, nearly 100% in intermediate grades. Unequal skill development and experiences were clear: girls used their arms, practiced balance, were involved in verbal group interactions. Boys were developing their legs and were involved in organized team activities/sports.
>
> The only mixed game was kickball (with a majority of boys); the only mixed use of equipment was the jungle gym, with a small minority of boys trying the monkey rings.
>
> Girls' equipment or games were bars, monkey rings, hopscotch, and "bounce ball." Girls also spent more time sitting or standing quietly in groups, listening to radios, talking, etc. When boys were standing still, they were likely to be isolated, watching on the fringes; girls standing still or sitting were almost always part of social groups. Boys' games were basketball, football, baseball, whiffleball, and soccer. It will be noted that the boys' activities were active team games, in contrast to the girls' competition-against-the-self or verbal group interaction.

In some schools girls congregated on one side of the building or in one play area, boys on the other side or in another area. In other schools, boys and girls moved fluidly around in the same areas but in sex-segregated groups; there was very little interaction between the sexes even though they were sharing the same physical space.

4) Sometimes patterns of sex differentiation are supported or reinforced by the school; sometimes they seem to be brought to the school by the children, or reinforced by the children, even when the school encourages sex-equal education.

An example of teacher/school reinforcement of sex differentiation: During playground observations at one school, it was noticed that almost all the boys were in the playfields, and almost all the girls in the area were with fixed equipment. When this pattern was pointed out, a teacher responded: "Oh yes, boys with balls are encouraged to play down there." (The teacher seemed unaware of the possibility that girls might want to play ball games, that boys might want to use the fixed equipment--or that it's very difficult for children to break unwritten rules about "boys' areas" and "girls' areas.")

5) Patterns of sex differentiation usually carry unstated or hidden messages about what is expected of girls and boys.

Examples: If boys are usually chosen as leaders, girls may feel that it's not "right," not "feminine," or "pushy" to be in leadership roles. (They may also not get the experience necessary to become good or respected leaders.)

If girls usually play hopscotch, boys may feel that they should not play the game--and may therefore limit their experiences in developing hopping and balancing skills.

b. (30 minutes) Activity: "Identifying and Reacting to Sex Differentiation"

1) Divide the participants into five groups and distribute the worksheets labeled "Identifying and Reacting to Sex Differentiation" (see pages 28-37 in this unit). Tell each group which set of examples to use.

2) Go over the instructions on top of page 28 of this unit with the participants. Stress that each example should be treated as representing habitual or repeated behavior.

3) Give the participants 10-15 minutes to discuss the examples.

4) Take 15 minutes for the small groups to report back to the whole group.

c. (5 minutes) Getting an accurate picture of sex differentiation
Point out that the examples in the preceding activity may or may not reflect the situation in participants' classrooms. Each teacher needs a way to get a current or updated record of patterns of sex differentiation and unstated messages in his or her own school.

Draw participants' attention to the Teacher's Self-Check Lists in Chapter II of the Teacher's Manual and talk briefly about possible uses.

d. (20 minutes) Generating intervention techniques

1) Ask participants to return to their small groups.

2) Explain that they are to go over the five examples again, discussing how the school or teacher could intervene in the situation to reduce sex differentiation or change unstated messages.

Give an example--for instance, the one about the teacher and the jump rope on page 28 in Chapter III (the guidelines section) of the Teacher's Manual.

"If the hidden message is . . . how can it be changed?"
"If the pattern is . . . how can it be changed?"

Mention that either sex-affirmative (sex-aware) or sex-fair (sex-blind) techniques may be appropriate. Sex-fair techniques treat boys and girls equally with no differences based on sex. Sex-affirmative techniques pay special attention to one sex, to compensate for past inequities or differentiation. For example, choosing girls and boys equally as team captains is sex-fair; providing special support for girl captains, when students are not accustomed to having girls in leadership roles, is sex-affirmative.

3) Allow 10-15 minutes for small-group discussions.

4) Take 5-10 minutes for the small groups to report back to the whole group.

5) *Note to the Trainer:* Twenty minutes is a minimum for this section. If the time is available, many groups will profitably spend 45 minutes or so.

3. (10 minutes) Summary.

Summarize the past 90 minutes by putting the four Guidelines from Chapter III (pages 28-31 of the Teacher's Manual) on the board and talking about them briefly.

If you wish, draw the group's attention to the "Suggested Responses" pages for the "Identifying and Reacting" activity just completed (see pages 38-54 in this unit).

IDENTIFYING AND REACTING TO SEX DIFFERENTIATION IN THE COEDUCATIONAL CLASSROOM/GYM

The following examples of sex differentiation were observed in either "project" or "comparison" schools associated with Project A.C.T.I.V.E. None of the examples is invented, although some are slightly edited to make them briefer and more understandable.

For each example in the group of examples assigned to you:

1) Identify the "unstated messages" or patterns of sex-differentiated behavior, treatment, or expectations that the example suggests
2) In order to identify a pattern, you will often need to assume that the example represents typical or repeated behavior. (The actual incident, taken by itself, may "prove" nothing)
3) Mention other examples of sex differentiation that come to mind
4) Take an average of two or three minutes for each example (10-15 minutes total)

Participants may, of course, suggest other valid responses.

EXAMPLE GROUP I

A. A teacher picks three boys to be team captains for alley dodge ball. The captains repeatedly pick boys for their teams. Near the end, the teacher assigns the remaining children, mostly girls, to the teams.

B. Children's drawings have been taped onto the gym walls. There are three male figures: a soccer player, a football player, and a weightlifter. There are two neutral figures: a gorilla and a bear. There are no female figures.

C. When the children are told it's time to line up to leave the gym, they form two mixed-sex lines. The teacher asks them to re-form into a girls' line and a boys' line.

D. A first-grade class has been following instructions about various ways of bouncing and tossing balls. The teacher then says, "Boys and girls, show me something you can do with the ball." Eight boys and two girls then move to the backboards and start shooting baskets. Six girls and two boys stand still and bounce balls in front of them. Several boys toss their balls high into the air, but no girls do so (except for the two at the backboards).

E. While trying to jump rope, one kindergarten boy says to another: "See, I'm doing it like a girl."
Observer's comment: He seems not pleased, but self-conscious, as if he feels strange about doing a girl's activity--also perhaps as if he identifies jumping well with being girlish, or a girl.

EXAMPLE GROUP II

A. Two teams are running a relay obstacle race. The boy captain keeps his place in line; the girl captain gradually gets pushed back to the end of the line with the other girls.

This happens partly because the boys on her team say, "Let the faster ones go first," and partly because the boys silently push her back and she silently complies. The teacher does not intervene.

B. The children are running laps around the perimeter of the gym. Some girls slow down; the teacher says: "Keep running, girls."

C. During an activity, the teacher says: "Can you bounce the ball within the rope circle? . . . Look at [boy's name]. He's really thinking."

D. The children have been asked to choose stations. They divide up as follows:

jump rope and scoops:	7 girls
bats and balls:	2 girls, 3 boys
hockey sticks, pucks:	3 boys
footballs:	1 girl, 8 boys

When the seven-girl group is at the jump rope and scoops station, only the jump ropes are used. When they move on to bats and balls, four girls sit down and invent a little circle game using bat and ball in unusual ways.

E. At the beginning of recess, the bridge in the play structure has many jumping children on it, both boys and girls. A female teacher goes and stands quietly on the bridge. By the end of recess, only girls are still on the bridge, all of them standing quietly by the teacher.

EXAMPLE GROUP III

A. A teacher picks one girl and one boy to be captains for a relay obstacle race. When choosing teams,

the girl captain picks: boy* boy boy boy boy girl . . .
the boy captain picks: boy boy boy boy boy girl . . .

*After she picks this boy, the teacher says, "Oh, you've picked a real runner."

B. When speaking to a group of girls, the teacher says, "You guys." At another time, when speaking to a group of girls, the teacher says, "You girls."

C. During instructions for soccer, the teacher praises two boys for sitting quietly. Then, when giving examples of safe performance, the teacher names two boys again. No girls are addressed by name or as individuals throughout the class.

D. After an exploration/discovery activity, the teacher asks, "Do you want to share?" Several girls, but no boys, volunteer.

E. During recess, two girls try to join a group of boys playing football. The boys refuse, and the girls finally walk away. One boy yells, "We don't want those girls." One girl, however, gets control of the ball and, holding it up, calls out "You forgot me." The boys ignore her and find another ball. The girls go to a corner of the schoolyard and stand talking. A few minutes later one returns to the football game, stands within its boundaries, but stands still. All around her, boys are jumping, bouncing, and running. She is ignored, and continues to stand still until the bell rings.

EXAMPLE GROUP IV

A. While explaining the game "drop the baton," a teacher picks three children to demonstrate: boy, boy, boy. Then the teacher says, "Let's try to hit different people so everybody gets a chance" and hands the baton to a boy.

B. During a class, the teacher repeatedly says, "Boys and girls," "Girls and boys." At the end of class, the teacher says: "Girls, you leave first."

C. At the end of class, a ball is left out. This oversight is drawn to the class's attention. A girl runs out to get the ball, and is followed immediately by a boy. Only the girl is thanked.

D. The children have been asked to choose stations. They divide up as follows:

jump rope and scoops:	7 girls
bats and balls:	2 girls, 3 boys
hockey sticks, pucks:	3 boys
footballs:	1 girl, 8 boys

When the 1-girl/8-boy group arrives at the jump rope and scoop station, only the girl tries the jump rope. Boys use the scoops. When this group moves on to the hockey station, the girl is left standing against the wall. She briefly joins in, then drops out.

E. The teacher gives instructions, then signals "start." Several girls (no boys) are slow to get started and quit before the "stop" signal.

EXAMPLE GROUP V

A. When asked to form a circle for "drop the baton," the children voluntarily cluster by sex--boys on one side, girls on the other. The teacher starts the game by handing the baton to a
boy, who tags a
boy -- boy -- boy -- girl . . .
When the girl is tagged, the teacher says: "Look for somebody who hasn't had a turn. It doesn't matter if they're fast or not."
The girl tags a
girl -- girl . . .
The teacher then says, "Now give it to someone on that side (the boys' side) who hasn't had a turn."
So the girl tags a
boy -- teacher -- boy.
End of game.

B. Pictures cut out from sports magazines decorate the walls of the gym. Most of them are of white male athletes.

C. The class is finishing a gymnastics routine. It happens that more boys finish first and start acting restless. The teacher says, "Boys, start clapping" and then, as more girls finish, says, "Girls, pick up elastics."

D. Children are asked to "travel around stations" in the gym. A group of several boys goes immediately to the climber and stays there.

E. At recess, three intermediate-level boys try to break in on the monkey-rings line (only girls are in the line; rings are "girls' equipment" at that school). The principal, observing the boys' behavior from nearby, tells them to stop. The boys leave. They return a few minutes later and hang around the rings, but never again try to use them.

SUGGESTED RESPONSES FOR "IDENTIFYING AND REACTING TO SEX DIFFERENTIATION IN THE COED CLASSROOM/GYM"

Participants may, of course, suggest other valid responses.

GROUP I

A. A teacher picks three boys to be team captains for alley dodge ball. The captains repeatedly pick boys for their teams. Near the end, the teacher assigns the remaining children, mostly girls, to the teams.

Patterns of sex differentiation, or unstated messages

- Boys are expected to be the leaders.
- Boys are more desirable team members than girls.
- Girls are included because the teacher/school/law requires it, not because they are chosen for their contribution or skills.

Intervention techniques

- Provide sex-equal leadership opportunities.
- Ensure equal skill development in boys and girls.
- Use both direct and indirect sex-mixing techniques so boys and girls are chosen equally for teams.

B. Children's drawings have been taped onto the gym walls. There are three male figures: a soccer player, a football player, and a weightlifter. There are two neutral figures: a gorilla and a bear. There are no female figures.

Unstated message

- Sports activity is more appropriate or expected for males.

Intervention

- Devise ways to encourage both girls and boys to develop positive images of themselves as physically active people. For example, encourage children to include both sexes, and a greater variety of sports, in their drawings by saying: "Draw a picture of yourself playing a sport you're learning," or "What games can you draw a girl playing?"

C. When the children are told it's time to line up to leave the gym, they form two mixed-sex lines. The teacher asks them to re-form into a girls' line and a boys' line.

Unstated messages

- The school expects children to think of themselves as divided into two groups--boys and girls.
- This segregation on the basis of sex must be very special or important--children are seldom overtly divided by teachers on the basis of race, or religion, or national origin, or their neighborhoods, etc.

Intervention

- Treat sex/gender like all the other "group affiliations" of the children. Mention it only when it is relevant or necessary. Otherwise treat individuals as individuals or address the group generally: "Form two lines to return to class."

D. A first-grade class has been following instructions about various ways of bouncing and tossing balls. The teacher then says, "Boys and girls, show me something you can do with the ball." Eight boys and two girls move to the backboards and start shooting baskets. Six girls and two boys stand still and bounce balls in front of them. Several boys toss their balls high into the air, but no girls do so (except for the two at the backboards).

Unstated messages

- Spontaneous displays of skills or motions may reveal sex differences.
- "Boys and girls": Children are perceived as divided into two different subgroups.

Intervention

- Observed differences suggest areas in which children might be given more explicit instruction. Is the girls' failure to experiment with throwing balls high into the air perhaps related to the small number who try shooting baskets? Will they be as ready as the boys for class instruction in basketball?
- Avoid drawing attention to sex when it is irrelevant or unnecessary. Try: "People, everyone, you . . ."

E. While trying to jump rope, one kindergarten boy says to another: "See, I'm doing it like a girl."
Observer's comment: He seems not pleased, but self-conscious, as if he feels strange about doing a girl's activity--also perhaps as if he identifies jumping well with being girlish, or a girl.

Unstated message

- Because activities can be sex-typed, children can confuse skill competence (rope skills) with sex identity (girlish).

Intervention

- Teacher's language, attitude, and behavior should emphasize the physical aspects of skills, and the desirability of children becoming proficient in all aspects of the P.E. curriculum.
- Using adult role models (visual, living) may help children to separate skill competence from sex identity. This technique seems to work best when the teacher does not mention the sex of the adult, but focuses on the skill.

GROUP II

A. Two teams are running a relay obstacle race. The boy captain keeps his place in line; the girl captain gradually gets pushed back to the end of the line with the other girls.

This happens partly because the boys on her team say, "Let the faster ones go first," and partly because the boys silently push her back and she silently complies. The teacher does not intervene.

Unstated messages

- Boys are expected to be leaders; girls are not.
- Boys in leadership roles are supported by other boys; girls are not.
- Girls in leadership positions are not supported by the adult in charge.
- Girls are less valued as team members; they belong at the end of the line.
- Girls are less physically skilled, or are perceived as less skilled.

Intervention

- Strengthen children's understanding of team structures and functions:
  1. If the team is to win, all members must be helped to do their best. Pushing slower people to the end of the line is not the answer. They need encouragement and skill building.
  2. Captains must be respected and supported. If appropriate, repeat the race, requesting that all team members show their captains support.
- Ensure equal skill development in both boys and girls.
- Use both direct and indirect sex-mixing techniques so that children become increasingly comfortable and confident in mixed-sex groups.

B. The children are running laps around the perimeter of the gym. Some girls slow down; the teacher says: "Keep running, girls."

Unstated messages

- Children belong to many groups (race, national origin, neighborhood, etc.) but sex/gender is the only one of these groups that is repeatedly mentioned in class. Therefore, it must have some very special importance. (Would a teacher say, "Keep running, whites," or "Keep running, Catholics"?)
- Girls are more likely to slow down sooner; girls have poor endurance.

Intervention

- Refer to the sex of individuals only when it is relevant to the activity at hand. Otherwise treat individuals as individuals, by naming them, or address the group generally: "People, you, we, everybody, this group . . ."
- Encourage equal skill development.

C. During an activity, the teacher says: "Can you bounce the ball within the rope circle? . . . Look at [boy's name]. He's really thinking."

Unstated messages

- Boys receive more attention than girls.
- Boys' skills and contributions are more highly valued or noticed. (Research studies document that teachers tend to interact more often with boys than with girls in all ways--praise, criticism, discipline, encouragement, etc.)

Intervention

- Single out girls as often as boys for positive attention.

D. The children have been asked to choose stations. They divide up as follows:

jump rope and scoops:	7 girls
bats and balls:	2 girls, 3 boys
hockey sticks, pucks:	3 boys
footballs:	1 girl, 8 boys

When the seven-girl group is at the jump rope and scoops station, only the jump ropes are used. When they move on to bats and balls, four girls sit down and invent a little circle game using bat and ball in unusual ways.

Unstated messages

- When making free choices, children tend to group themselves by sex.
- Although equipment is made available to all, children may make sex-typed choices or show sex-typed behavior, and thereby limit their skill development.

Intervention

- Think of ways to unobtrusively mingle the sexes. Try "Let's even up the groups a bit. Will three of you over here (at football) start out over there (at jump ropes)?" etc.
- Devise ways to encourage use of all the equipment. For example: "Think of ways to use the scoops, too. Is there anything you can do with both the ropes and the scoops?"

- Reinforce children's accomplishments while remaining alert to sex-typing. The girls who sat down were inventive and should receive credit for that. However, sitting down and not using equipment in "right" ways also represents stereotypes of girls' sports behaviors. Try the following: Ask each group in turn to demonstrate its inventions, while other groups imitate or practice what they're shown. Demonstrating their invention will reinforce the girls' ingenuity; imitating others will give them practice in additional ways to use bats and balls.

E. At the beginning of recess, the bridge in the play structure has many jumping children on it, both boys and girls. A female teacher goes and stands quietly on the bridge. By the end of recess, only girls are still on the bridge, all of them standing quietly by the teacher.

Unstated message

- Children use teachers as role models for sex-appropriate behavior.

Intervention

- (If the bridge is safe): Become more observant of the impact of adults' nonverbal behavior on children's choices.
- (If the bridge is not safe): The teacher may have taken the best short-term action. She could have suggested an active alternative for both girls and boys.

GROUP III

A. A teacher picks one girl and one boy to be captains for a relay obstacle race. When choosing teams,

the girl captain picks:	boy*	boy	boy	boy	boy	girl	. . .
the boy captain picks:	boy	boy	boy	boy	boy	girl	. . .

*After she picks this boy, the teacher says: "Oh, you've picked a real runner."

Unstated messages

- Boys are more desirable team members than girls.
- Even when teachers treat boys and girls equally, the students may not.
- Encouraging selection on the basis of skill may inadvertently encourage selection on the basis of sex.

Intervention

- Ensure equal skill development in both girls and boys.
- Use both direct and indirect sex-mixing techniques so boys and girls are chosen equally for teams.
- Encourage children's awareness that both sexes can be skilled in sports. For example: "If you picked a fast boy this time, pick a fast girl for your next choice." (This is a sex-affirmative technique.)
- Use other ways to pick teams.

B. When speaking to a group of girls, the teacher says, "You guys." At another time, when speaking to a group of girls, the teacher says, "You girls."

Unstated messages

- Although girls are not "guys," it is okay to call them that. (Is it equally okay to call a group of boys "You gals"?) The fact that it's not is called "lack of parallelism" in language, and is a form of sexism.)
- It is appropriate to refer to the sex of the students even when it is irrelevant to the activity at hand.

Intervention

- Use inclusive nouns/pronouns when talking to students. Examples: "anyone, people, you, we, everybody, this group." Or treat individuals as individuals, by naming them.
- Treat sex/gender the way you would any other "group affiliation" (race, religion, national origin). Refer to sex only when you have a very specific reason for doing so.

C. During instructions for soccer, the teacher praises two boys for sitting quietly. Then, when giving examples of safe performance, the teacher names two boys again. No girls are addressed by name or as individuals throughout the class.

Unstated message

- Boys receive more attention than girls, are apparently somehow more important or more worth noticing than girls.

Intervention

- Check to see that both sexes receive equal praise and equal reinforcement.

D. After an exploration/discovery activity, the teacher asks, "Do you want to share?" Several girls, but no boys, volunteer.

Unstated messages

- Sometimes appropriate student behavior starts being treated as "girl" or "boy" behavior.
- Girls are more cooperative and conforming than boys.

Intervention

- Encourage sex-equal participation. Try: "Robert, Keith--how about you?"
- Check to see if this pattern is present in other areas of classroom interaction.

E. During recess, two girls try to join a group of boys playing football. The boys refuse, and the girls finally walk away. One boy yells, "We don't want those girls." One girl, however, gets control of the ball and, holding it up, calls out "You forgot me." The boys ignore her and find another ball. The girls go to a corner of the schoolyard and stand talking. A few minutes later one returns to the football game, stands within its boundaries, but stands still. All around her, boys are jumping, bouncing, and running. She is ignored, and continues to stand still until the bell rings.

Unstated messages

- Girls should not want to play boys' games, or with boys.
- Children feel it's okay to exclude members of the other sex.

Intervention

- Adult in charge can reiterate and enforce school philosophy that "everyone can play."
- Increase the number of positive mixed-sex experiences for children in the school, in order to increase their comfort and confidence in mixed-sex groups.

GROUP IV

A. While explaining the game "drop the baton," a teacher picks three children to demonstrate: boy, boy, boy. Then the teacher says, "Let's try to hit different people so everybody gets a chance" and hands the baton to a boy.

Unstated messages

- Boys are expected to play the up-front, visible, demonstrating and leading roles.
- Girls are secondary group members.
- Even when "everybody" is mentioned, boys are the ones given opportunities.

Intervention

- Provide sex-equal leadership and other opportunities.
- Ensure equal skill development in boys and girls.
- Use both direct and indirect sex-mixing techniques.
- Check to see that actions are consistent with words.

B. During a class, the teacher repeatedly says, "Boys and girls," "Girls and boys." At the end of class, the teacher says: "Girls, you leave first."

Unstated messages

- It is appropriate to refer to the sex of students, even when sex is not relevant to the classroom activity taking place.
- Girls need, and should expect to receive, special differential treatment.

Intervention

- Refer to sex only when it is specifically relevant. Treat individuals as individuals, or address the group generally: "People, everybody, you, we . . ."
- Avoid confusing students by expecting equal participation from them in some ways but treating girls as special in other ways. (The "courtesy" of girls leaving first comes from the tradition of chivalry, in which girls are thought of as the weaker sex, needing protection. A more contemporary view of courtesy treats people as individuals, not as members of groups. If girls or boys need special protection, they should receive it--but because they are individuals, not because they are "girls" or "boys.")

C. At the end of class, a ball is left out. This oversight is drawn to the class's attention. A girl runs out to get the ball, and is followed immediately by a boy. Only the girl is thanked.

Unstated message

- Girls are expected to help and serve, especially in clean-up. Therefore, girls are reinforced for this behavior.

Intervention

- Acknowledge the boy's attempt, as well as the girl's achievement.
- Check to see that girls and boys are given equal encouragement and praise for participating in class routines, including class housekeeping.

D. The children have been asked to choose stations. They divide up as follows:

jump rope and scoops:	7 girls	
bats and balls:	2 girls,	3 boys
hockey sticks, pucks:		3 boys
footballs:	1 girl,	8 boys

When the 1-girl/8-boy group arrives at the jump rope and scoop station, only the girl tries the jump rope. Boys use the scoops. When this group moves on to the hockey station, the girl is left standing against the wall. She briefly joins in, then drops out.

Unstated messages

- When making free choices, children tend to group themselves by sex.
- Although equipment is made available to all, children may make sex-typed choices, thereby limiting their skill development.

Intervention

- Think of ways to unobtrusively mingle the sexes without drawing unnecessary attention to it. Try: "Let's even up the groups a bit. Will three of you (at jump ropes) join the people over there (at hockey)?" etc.
- Try: "I want everybody to try the jump ropes. Can you invent a game that all of you can join in?" "It looks like [name] needs a turn with the stick. How can you work it out so everybody gets a chance?"
- Continually revise games and instructions so that they include everybody.

E. The teacher gives instructions, then signals "start." Several girls (no boys) are slow to get started and quit before the "stop" signal.

Unstated messages

- In some classes or schools, girls show less enthusiasm for and competence in P.E. than boys do.

Intervention

- Give the "stop" signal as soon as any children show signs of quitting. Make breaks and rests a formal part of the class structure, so children do not feel it is okay to quit whenever they want.
- Give immediate encouragement to children who are slow in starting. Answer their question, if any. Use their names, or say "you"; avoid calling them "girls," especially if you feel they think being a girl gives them permission not to try hard.
- Continue to make P.E. individualized and actively involving. Provide compensatory (sex-affirmative) help when needed.

GROUP V

A. When asked to form a circle for "drop the baton," the children voluntarily cluster by sex--boys on one side, girls on the other. The teacher starts the game by handing the baton to a
boy, who tags a
boy -- boy -- boy -- girl . . .
When the girl is tagged, the teacher says: "Look for somebody who hasn't had a turn. It doesn't matter if they're fast or not."
The girl tags a
girl -- girl . . .
The teacher then says, "Now give it to someone on that side (the boys' side) who hasn't had a turn."
So the girl tags a
boy -- teacher -- boy.
End of game.

Unstated messages

- When free to make choices, children tend to cluster in sex-segregated groups, and this is okay.
- Boys get more practice in skill development than girls (six boys are tagged; three girls).
- Teacher's references to skill may be interpreted by children as references to sex (gender).

Intervention

- Use indirect and direct sex-mixing techniques to encourage a blend of mixed-sex and same-sex groupings.
- Ensure that boys and girls have equal opportunity to develop skills.
- If girls are in fact slower than boys, consider the possibility of providing special compensatory training for them (sex-affirmative training).
- If girls are not slower than boys, but children seem to believe they are, then provide opportunities for children to learn the facts about themselves. For example, post running times on the bulletin board.

B. Pictures cut out from sports magazines decorate the walls of the gym. Most of them are of white male athletes.

Unstated messages

- Although schools have equal opportunity policies, white men are the adult role models provided for children.
- Physical activity is more expected/admired in men than in women.

Intervention

- Use visuals of adults of both sexes and all racial/ethnic groups, engaged in a wide variety of physical activity.

C. The class is finishing a gymnastics routine. It happens that more boys finish first and start acting restless. The teacher says, "Boys, start clapping" and then, as more girls finish, says, "Girls, pick up elastics."

Unstated messages

- Possible reinforcement of the stereotype that boys do out-front publicity work; girls do cleanup chores.
- It is appropriate to refer to the sex of students, even when sex is irrelevant to the activity taking place.

Intervention

- Check to see that girls and boys share all roles equally.
- Refer to sex only when it is specifically relevant. Otherwise treat individuals as individuals, or refer to groups generally: "People who finish first start clapping." "If you finish last, pick up the elastics."

D. Children are asked to "travel around stations" in the gym. A group of several boys goes immediatly to the climber and stays there.

Unstated messages

- Some equipment is boys' equipment.
- Unequal skill development, based on sex, will be permitted in the class.

Intervention

- Say: "Remember, you've got to go to all stations." Use reminders or encouragement addressed to the group generally, not specifically to "boys." The use of sex-inclusive language reinforces children's perceptions that they are all equal and participating members of the class.

E. At recess, three intermediate-level boys try to break in on the monkey-rings line (only girls are in the line; rings are "girls' equipment" at that school). The principal, observing the boys' behavior from nearby, tells them to stop. The boys leave. They return a few minutes later and hang around the rings, but never again try to use them.

Unstated messages

- Boys should not want to play on "girls' equipment" or to be with girls.

Intervention

- Help all children learn appropriate ways of joining groups or using unfamiliar equipment.
- Recognize that children trying new behavior (e.g., overcoming sex segregation) may show awkward or "pesty" behavior. Perceive them as prople learning a difficult new thing, not as discipline problems.

SECTION IV

DEVELOPING A PROJECT A.C.T.I.V.E. PROGRAM

Time: 60 minutes

Purposes:
1) to familiarize participants with the unit plan format and activities
2) to illustrate how sequential lessons can be developed from a unit plan
3) to give participants experience in developing a lesson plan from a unit plan
4) to discuss transition problems
5) to permit further discussion of participants' questions about using A.C.T.I.V.E. materials

Materials/Equipment Needed:

1) Sufficient copies of A.C.T.I.V.E. Teacher's Manual or photocopies of Chapters V and VIII
2) Chalkboard and chalk
3) Optional: One sheet of 2' x 3' butcher paper and one pen for every four participants; masking tape

Room Arrangement: Moveable chairs, arranged first for the trainer's presentation

Advance Preparation: Plan presentations and discussions described under Procedure below. Review all relevant and related portions of the A.C.T.I.V.E. Teacher's Manual; include examples of transition problems if possible.

Procedure:

1. (10 minutes) Trainer presentation: overview of unit plan format and purposes (Chapter VIII).

   Distribute appropriate sections of the Teacher's Manual.

   Include the following points in the presentation:

   a. Purpose of a unit plan -- related activities.

   b. Use the field sports unit to illustrate ways of combining different sports in the same environment:

      - The unit plan format is given with notes for types of activities, and teachers may derive a variety of tasks to develop a lesson. The Instructional Cues section gives suggestions for the developmetn of ideas and reinforcement of important features in the development of a lesson. The

Comments and Follow-up section is to be used for a written evaluation of the lesson and/or as a record of the progress of children in the areas indicated. Use the comments to to plan subsequent lessons.

- The unit includes several sports which have some area of commonality--a common action or environment or season. This allows the greatest flexibility for teachers to apply the materials at different grade levels and to allow for individual differences. The primary grades' lessons may use many tasks/activities with balls which could be related to basketball and volleyball. Children in grades 4-5 will apply these same tasks to more specific development of basketball-related skills, and will create games using skills associated with a sport. Combining different related sports aids understanding and allows more apparatus to be used.

- Many lessons can be derived from a general unit plan. For example, the ten soccer lessons are included to give an example of how lessons might be developed to provide a progression of skills within one area.

2. (10 minutes) Discussion of progression. Return to the lesson plan in Section II; the Comments column was filled out by participants at the end of the Section II session. OR refer to the demonstration lesson by children if appropriate. Solicit suggestions for progression. Point out:

   a. Repetition is a feature of learning (i.e., is widely used in traditional teaching).

   b. Time availability allows maturation which is crucial in coordination at elementary levels.

   c. Human learning is hierarchical. (It may have been possible to see progress of skill in a demonstration lesson or within the participant group--solicit observations and comments.) Give examples of how a child has learned a skill without instruction by "exposure" and being allowed to practice with apparatus. There should be many examples, possible including cases where learning would have progressed, but a "teacher" interfered (or the "bell" rang, etc.).

   d. Initial skill level, positive experiences, body type, interest, knowledge of end product, use of apparatus, correct "context" for sports (goals, baskets, nets, regulation equipment, rules, etc.) all influence the rate of learning and the nature of response. Contrast cooperative and competitive actions (speed is a vital factor in many skills); therefore, progression can best happen individually. Discuss making use of student "teachers" linking with out-of-school recreation programs and

team sports. Re-emphasize that progress for all takes place best in small groups using lots of apparatus, where the learning of physical skills requires performance or action.

e. Physical skills are specific to apparatus, the body, and the environment and rules or limitations of a sport.

f. If different apparatus is used or if different environments are used (only two groups get to use baskets, or one group uses the net, etc,), then rotation must be allowed for in subsequent lessons. Discuss fair rotation, grouping, and sex-mixing.

g. Allow suggestions from children for ways of making an activity more difficult or more like the "real" thing.

h. Allow children to set personal goals for skill development and practice.

i. Illustrate points by referring to Chapter XIV, Ten Lessons in Soccer, in the Teacher's Manual, pp. 108-115.

3. (25 minutes) Developing specific lessons from unit plans.

a. Allow small groups to form either on the basis of common interest in a unit plan area (dance, gymnastics, etc.), or proximity in the school district (members of staff in the same school using the same facilities or grade level). (Optional: distribute butcher paper and pen to each group.)

b. Revise the lesson plan outline if necessary.

c. Ask each group to select a unit and develop a 30-minute lesson plan from it. Ask them to specify the grade level, or to note how the lesson might be varied for different grade levels. (If butcher paper is used, ask each group to record the plan on the sheets provided.) Take 15 minutes for this.

d. Have small groups report to the large group. (OR, if butcher paper was used, tape the sheets to the walls and allow participants to circulate and read them. Then make a few brief comments and answer the questions.)

Note to the Trainer: Groups sometimes show sex stereotyping in their use of butcher paper. Women may do the recording, men the reporting. Try handing out the pens to men in the groups; notice who actually uses the pens. Make a casual, light observation about the sex stereotyping (or lack of it) that you observe.

4. (15 minutes) Discussion of transition problems. See the Teacher's Manual, Chapter V, page 45.

4. (15 minutes) Discussion of transition problems. See the Teacher's Manual, Chapter V, page 40.

Note to the Trainer: Groups familiar with movement education concepts may need very little time for this. You might ask if they agree with the points made in the manual, or if they would like to suggest additions or revisions.

If more than one day is used for this workshop, examples and problems from participants' own experiences could be used.

Try to end on a positive and encouraging note, stressing to the participants that most children respond very positively to the increased involvement.

SECTION V

SUMMARY AND EVALUATION

Time: Approximately 30 minutes

Advance Preparation (probably at lunch time): Plan whatever form of summary and evaluation you feel will be most appropriate for the day's audience and activities. A sample evaluation form follows on page 62.

A summary of the Project A.C.T.I.V.E. field-test results is attached; you may wish to use it with participants.

Procedure:

1. Review the highlights of the day, allowing time for additional questions and comments from the participants.

2. Distribute the summary of the A.C.T.I.V.E. field-test results (pp. 58-61), if you wish. They are optimistic and encouraging.

3. Perform the evaluation.

4. Distribute copies of the Resource Materials section, pages 147-149 in the Teacher's Manual, or draw participants' attention to the lists in their copies of the Teacher's Manual.

5. Wrap up with friendly closing remarks.

VALIDATION OF PROJECT A.C.T.I.V.E.

Results of Field-Testing with Children in Project Schools

Summary

1. The results showed that both boys and girls in project schools increased the number of sports in which they wished to participate. (The most marked increases were the positive attitudes in boys toward gymnastics, dance, softball and volleyball, and in girls toward basketball, floor hockey, track and field, soccer, softball and volleyball.)

2. The after-school participation of project-school girls in activity increased 30 to 40 percent over that of girls in non-project schools.

3. There were significant gains in the fitness levels of both boys and girls in project schools.

4. There were gains in self-concept (social maturity) in both boys and girls in project schools.

In addition to the formal data gathering, considerable informal input was sought from principals, classroon teachers, playground supervisors, and independent observers regarding behaviors observed or changes in the schools over the span of the entire project. In all cases the response was supportive of the program; it was enthusiastic, and endorsed the A.C.T.I.V.E. approach for continued use throughout those schools. Changes in individual children as well as in groups and/or class and school environments were commented upon frequently.

It is concluded, therefore, that within the limitations of the study, sex-role stereotyping has been reduced in the project schools and that Project A.C.T.I.V.E. materials for teachers can be utilized for this purpose.

Procedure

The validation of Project A.C.T.I.V.E. was accomplished with an assessment of developmental changes of children enrolled in five project schools located in the Seattle and Bellingham school districts during the 1977-1978 school year. The children in the five schools represented a cross-section of the population of children of varied ethnic backgrounds. A comparison population was derived from three elementary schools in the two districts for two of the measures. The other measures utilized comparisons with national norms. A sample population was derived from each school for grades 1-5.

The primary objective of Project A.C.T.I.V.E. was to reduce sex-role stereotyping relating to sports, dance, and gymnastics activities; therefore, the following measures were used: (1) choices of recreational/sports activities and sex-typing of activities; (2) level of

participation of girls in after-school sports; (3) fitness and sports skills; and (4) self-concept. Some measures were carried out with grades 1 through 5, while others were appropriate for only grades 4 and 5. The number of children involved in the sample were from 120 to 180 in project schools; in the comparison non-project schools, there were 110 children. The results for each test were analyzed statistically where appropriate, with the assistance of the computer staff at Western Washington University. A brief summary of the results is presented. The Final Report, available from the Women's Educational Equity Act Program, contains detailed analyses.

Results

1. In order to assess interests and sex-typing of recreational/sports activities (gymnastics, sports, dance) of fourth- and fifth-grade children, a recreational activities survey was conducted. The questionnaire (see the Teacher's Manual, p. 24) listed 12 activities: for each activity the child was to indicate one choice from the following:

   (a) I definitely want to play

   (b) I might want to play

   (c) I do not want to play

   The survey was given twice during the year to 119 children in project schools and to 103 children in non-project schools.

   In analyzing the change which occurred from Fall to Spring, the following results were obtained:

   a. The scores of both girls and boys in project schools showed a significantly higher positive change in 10 of the 12 activities compared with those of children in non-project schools. The boys in project schools showed a significantly higher change in 11 of the 12 activities; girls in project school showed a significantly higher change in 9 of the 12 activities. Girls in non-project schools showed a greater change in one activity (games), while there were no significant differences in the flag football and speedball activities. The results suggest a more positive attitude toward participation in these activities (gymnastics, sports, and dance) by the children in project schools.

   b. In relationship to sex-typing, the boys in project schools showed a more positive gain and interest in activities such as gymnastics, square and folk dance, softball and volleyball; these activities were generally considered to be more "feminine" pursuits. Thirty-one percent of the project boys indicated a positive response to gymnastics and nineteen percent of the non-project boys did so. In square and folk dance, project-school boys showed a 34% positive response, while the positive

response for non-project boys was 9%. These differences were significant. While sex-typing was reduced, gymnastics and dance activities are not yet considered to be high on the list of choices of activities by the boys.

Girls in project schools showed a significantly higher change in the traditional competitive team sports which generally would be classified as "masculine." The girls in project schools showed a higher change in basketball, floor hockey, track and field, and soccer. The girls also showed a higher change in volleyball and softball activities. The percentages showing a positive response in the Spring test were as follows (project schools' percentages first, non-projects' second): soccer--81, 62; volleyball--80, 63; softball--84, 71; basketball--63, 39; floor hockey--71, 47; and track and field--72, 72 (this was a decline in a positive response for the non-project school girls). It was consluded that girls indicated a higher change in those competitive team sports, some of which are traditionally considered "masculine."

2. An additional goal of the project was to assess the level of participation of girls in after-school sports/recreational activities. During the year, 80% of the fourth- and fifth-grade girls chose to participate in at least one additional after-school sports activity, with approximately half of that group choosing to participate in two or three additional sports. In comparison with the participation at non-project schools, the girls' participation in sports was an average of 30 to 40 percent higher in each sport. The sports showing the highest number of participants were soccer, softball, gymnastics, and basketball.

3. Fitness and sports skills tests were administered to children in project schools, grades 1-5. Children showed significatn gains/improvement in four of the five measures. The changes or gains for boys and girls were similar; however, the gains for girls were slightly higher in the long jump and the curl-up test, while boys' gains were higher in shuttle run and flexed-arm hang. It is interesting that when a comparison was drawn with national norms by age and sex, at every age level the girls averaged in the 70-75 percentile in each test and the boys were somewhat lower in comparison with national norms in the 55-60 percentile. These results suggest that perhaps the higher achievement by girls in the comparison with national norms is due to the potential for improvement being greater at this point in time. This result was not unexpected.

   While this test sample was small, the average scores of boys and girls at each age level were quite similar, which suggests that some future re-evaluation be done of the present practice of using separate norms for girls and boys in fitness/sports skills.

4. Self-concept of the children in project schools was assessed with 180 children in grades 1-5. A commercially prepared and nationally normed instrument, the Self-Observation Scale, was used for this purpose; there was a form available for primary children and one for intermediate grades. The changes were generally in a positive

direction. In the primary grades, the most change was in social maturity, followed by school affiliation and self-security; there was a slight negative change in self-acceptance. In the intermediate grades, the most change again was in social maturity, with the next highest changes occuring in self-acceptance, social confidence, teacher affiliation, and peer affiliation. There was little change in self-security or school affiliation. Changes in self-concept, then, were considered to be positive; however, this self-concept test does not relate primarily to physical education and therefore other variables could affect this assessment. It should be noted that a sample of children was derived from five different schools with different teachers. These changes, perhaps, lend even more support to the potential of this A.C.T.I.V.E. program.

EVALUATION

Project A.C.T.I.V.E. Workshop

1. Do you feel you know how to go about developing and using the Project A.C.T.I.V.E. materials in your situation?

   Yes, definitely ☐ Fairly well ☐ Somewhat ☐ Maybe ☐ Not really ☐

   If not, what do you need?

2. Did you gain new insights and information about how sex stereotyping and differentiation can affect children's physical education?

   Yes, a great deal ☐ Somewhat ☐ Not really ☐

   Please give an example of what you learned (or an explanation of why you didn't learn anything new).

3. List three new techniques or tools you expect to be able to use in your teaching.

4. What would have made this workshop more interesting or useful for you?

5. Please rate the overall value of this workshop to you.

   Outstanding ☐ High ☐ Okay ☐ Limited ☐ Poor ☐

Resource Materials on Physical Activity

Sports, Sex-Role Stereotyping, and Sex Discrimination

A. Publications: Articles and Books

1. a. AAHPER (1201 16th St. N.W., Washington, D.C. 20036). Complying with Title IX in Physical Education and Sports, September 1976.

   b. AAHPER. Equality in Physical Education and Athletics, 1977.

   c. AAHPER. Games Teaching. JOHPER Reprints, 1978.

   d. AAHPER. Title IX: Sex-Integrated Programs That Work. Marjorie Blaufarb, 1978.

   e. AAHPER. Educational Gymnastics. JOHPER Reprints, 1979.

2. Arnett, C. All Active, All Successful. Bellingham, Washington: Educational Designs and Consultants, 1976.

3. Bandura, A. and R. Walters. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, 1963.

4. Bandura, A. "Feminine Self-Esteem, Self-Ratings of Competence and Maternal Career Commitment." Journal of Counseling Psychology, September 1973.

5. Bem, Sandra. "Beyond Androgyny." In A.G. Kaplan and J.B. Bean (Eds.), Beyond Sex-Role Stereotypes: Readings toward a Psychology of Androgyny. Boston: Little Brown, 1976, pp. 47-62.

6. Golden, Gloria and L. Hunter. In All Fairness: A Handbook in Sex-Role Bias in Schools. San Francisco: Far West Lab for Educational Research, 1974.

7. Guttentag, Marcia and H. Bray. Undoing Sex Stereotypes: Research and Resources for Educators. New York: McGraw-Hill Book Co., 1976.

8. Herkowitz, Jacqueline. "Sex-Typing of Gross Motor Activities." Abstracts of Research Papers, 1976. AAHPER Conference, Milwaukee, Wisconsin.

9. Katzenmeyer, W.E., et al. "Psychomotor Abilities Inventory Related to Social and Academic Performance." Symposium papers presented at the National Conference of AAHPER, Milwaukee, April 1976.

10. Lee, Patrick. "The Early Classroom Experience: Masculine or Feminine?" Perspectives in Education. Columbia University; Teachers College.

11. Leonard, George. The Ultimate Athlete. New York: Viking Press, 1974.

12. Lever, Janet. "Sex Differences in the Games Children Play." Social Problems, 23:4, April 1976.

13. Lockheed, Marlaine E. Equal Status Behavior Workshop. Women's Educational Equity Act Program, 1977.

14. Lerner, Richard M. "The Development of Body-Building Stereotypes in Males." Child Development, 43:3, September 1972.

15. Lynch, Jerry. "Equal Opportunity Is Lip Service: Sex-Role Stereotyping in Schools." Elementary School Journal, October 1975.

16. Maccoby, E.E. and C. Jacklin. The Psychology of Sex Differences. Stanford Calif.: Stanford University Press, 1974.

17. Mischel, W. "Sex-Typing and Socialization." In P. Mussen (Ed.), Carmichal's Manual of Child Psychology, Vol. 2. New York: John Wiley and Sons, Inc., 1970.

18. Montemayor, Raymond. "Children's Performance in a Game and Their Attraction to It as a Function of Sex-Typed Labels." Child Development, 45:1, March 1974.

19. Nelan, Linden and S. Kagan. "Competition: The Star Spangled Scramble." Psychology Today, September 1972.

20. Selby, Rosemary. "Children's Attitudes toward Females in Sports: Their Relationship with Sex, Grade, and Sports Participation." Research Abstracts (AAHPER Convention), 1976.

21. Sutton-Smith, Brian. "Child's Play: Very Serious Business." Psychology Today, December 1971.

22. Sutton-Smith, Brian. "Ordinal Position and Sex-Role Differences." Genetic Psychological Monograph, 70:297-321, 1964.

23. Turner, Lowell F. and Susan Turner. Elementary Physical Education: More Than Just Games. Palo Alto: Peek Publishing Co., 1976.

24. Turner, Lowell F. and Susan Turner. Creative Experiences in Games and Sports. Palo Alto: Peek Publishing Co., 1978.

25. Tibbets, Sylvia Lee. "Sex-Role Stereotyping in the Lower Grades." Journal of Vocational Behavior, 6:2, 255-261, April 1975.

B. Teacher Training Materials

Project Awareness: A training program and manual designed to 1) increase awareness of educators concerning the extent and consequences of sex-role stereotyping and 2) provide tools, techniques, and strategies for the development of bias-free programs at all levels of public education: local, regional, and state. Project Awareness is a seven-state project administered by the Superintendent of Public Instruction, State of Washington.

C. Films

"Every Child a Winner." AAHPER. Available for rental or purchase.

Three Films on Sex-Role Stereotyping: "Hey! What about Us?", "I Is for Importance," and "Anything They Want to Be?" "Hey, What about Us?" describes stereotyping in physical activities, in games on the playground, and in the classroom. We found this film to be highly useful. Address inquiries to University of California Extension Media Center, Berkeley, CA 94720.

"Games in the Primary School, Games in Intermediate Grades," Glenn Kirchner, Simon Fraser University, Burnaby, B.C., Canada.

"An Equal Chance through Title IX," AAHPER.

D. Filmstrip/Slide-tapes

"Sexism in School: What We Can Do." Educational Activities, Inc., Box 372, Freeport, N.Y. 11520. 1976. 15-minute filmstrip.

"Sex Discrimination in Public Schools" from Project Awareness. 23-minute slide-tape presentation. Available free to residents of Alaska, California, Idaho, Montana, Nevada, Oregon and Washington. Address inquiries to Title IX Supervisor, State Department of Education, in appropriate state. Inquiries from other states should be addressed to: Sex Equity Program, Equity Education, SPI, Old Capitol Building, Olympia, WA 98504.

E. Newsletters

1. PEER Perspective. PEER, 1029 Vermont Ave., N.W., Suite 800, Washington, D.C. 20005. Free.

2. "SPRINT: In the Running". Women's Equity Action League Fund, 805 Fifteenth St., N.W., Suite 822, Washington, D.C. 20005. Free.

A.C.T.I.V.E.

What?

Using a movement education approach, the A.C.T.I.V.E. materials have been developed to help foster sex equality in elementary school physical education. The *Teacher's Manual* provides curriculum material for use with students in grades K-6 in a wide range of areas—sports, dance, and gymnastics. It also describes how to identify stereotyped behavior of teachers and students and offers suggestions for change.

The *Workshop* component is designed to introduce concepts of the A.C.T.I.V.E. program to educators in a one-day workshop and more comprehensive inservice training sessions. The sessions are conducted using two trainers: a physical education teacher with a background in movement education, and a person with expertise in sex equity.

Competency-Based Teacher Education Program outlines a detailed standard for assessing teacher performance and describes a field-centered, clinical model for preparing new teachers. Forms for assessing and evaluating teacher behavior are provided.

Who?

Physical education teachers, K-6
Elementary administrators, supervisors, and teachers
Teacher preparation and certification personnel

How?

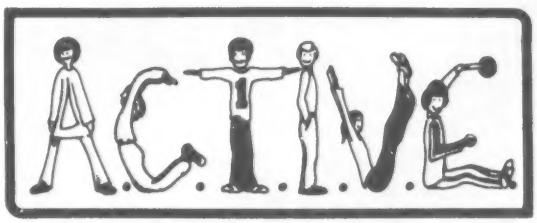
Use these materials when designing and conducting elementary physical education programs and inservice workshops for educators. The competency standards may be used for assessing teacher performance and as a basis for certification programs.

Developed By:

Western Washington University
Bellingham, Washington

Project Director:
Dr. Chappelle Arnett

Under a grant from:
Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education



Physical Education, K-6 Competency Standards

Preservice and Inservice Workshops

Order Form

A.C.T.I.V.E.

Sex Equity in Elementary Physical Education

Individual Items

The *Workshop* component is designed to be used in conjunction with the *Teacher's Manual.*

	Quantity	Unit Price	Total
Teacher's Manual (149 pp.)	_____	$2.25	_____
Workshop (Manual, 65 pp.)	_____	1.50	_____
Competency-Based Teacher Education Program (Manual, 53 pp.)	_____	1.25	_____

Subtotal _____

Shipping _____

TOTAL AMOUNT OF ORDER _____

PURCHASE ORDER # _____

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For orders under $20, add 20 percent of the cost of the materials to cover shipping.
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